

ferent. For instance, in Maine, New Hampshire, and Vermont, each, it is one in three. In Michigan, Massachusetts, Connecticut and New York, it is one in four. In Rhode Island, it is one in five, about the same as on these Islands. In New Jersey and Ohio, each, one in eight. In no other State is the proportion more than one in ten; while in ten of the States it is less than one in twenty. This is owing to the fact that in these States no efficient system of free schools is established. In the slave States the population is generally too sparse to admit of it. In New England and some of the Western States, they go for education to the children at the public expense, and in doing so at these Islands we are only following their noble and enlightened example.

THE COMPARATIVE COST OF PUBLIC INSTRUCTION.

Again, notice the comparative cost of free school instruction here and in some of the United States. From official returns in 1853, in the six New England States, where popular education is sustained and carried forward with as much vigor and liberality as in any part of the world, it appears that in Vermont the average cost of each pupil to the State was \$4.25; in New Hampshire, \$4.14; in Connecticut \$4.35; in Rhode Island \$4.61; in Massachusetts \$4.51.

On our Islands as appears by the above table, the average cost of each pupil in our free schools in the same year, 1853, was \$1.74.

COMPARATIVE DEGREE OF INTELLIGENCE.

I have made an effort, by addressing circulars to all the school-inspectors of the 25 districts, to ascertain what proportion of the adult native population, or those say over 16 years of age, are able to read their own language; but the returns on this subject are yet too imperfect to furnish the basis of a very accurate calculation. The nearest approximation to the truth, and I think it is not far from it, is three-fourths.

By the census of the United States, taken in 1840, the population was 17,000,000. Of this number 550,000 were whites over twenty years of age, who could not read or write. The proportion of those unable to read or write, after excluding all colored persons and whites under twenty years of age, was one in twelve. The proportion of adults who cannot read, varies in different States; from one in two hundred and ninety-four, in Connecticut—to one in three in North Carolina. In Tennessee, the proportion is one in four. In Kentucky, Virginia, Georgia, South Carolina and Arkansas, each, one in five. In Delaware and Alabama, each, one in six. In Indiana, one in seven. In Illinois and Wisconsin, each, one in eight. In New Hampshire, only one in 150 cannot read. In Vermont, one in sixty-three. In Michigan, one in thirty-nine. See Mayhew, p. 337.

I am in possession of but few reliable statistics of the degree of popular intelligence that exists in the different States of Europe, and present the following without being able to vouch for their entire accuracy. One of the periodicals of the day contains the following statement, purporting to be taken from a "worthy volume on the social condition and education of the people in England and in Europe, published by a celebrated bachelor of Cambridge College, in 1851." "In England and Wales, (with a population of 17,905,821) there are eight millions who can neither read nor write. Of all the children in England and Wales, between the ages of five and fourteen, the majority are not in attendance at any school. There are not in England one-half as many school-buildings as are requisite for the instruction of the rising generation. Many of the village school-masters can neither read or write correctly, and are ignorant of the contents of the sacred volume. Numbers of parishes and districts throughout England and Wales, have no place of instruction." Still, it is well known that vast sums of money, perhaps as much as in any country, are expended for education in England, but it does not reach the multitudes of the lower classes, because it is left to individual effort; no system of schools for the education of all, is provided by the State.

The Common School Journal, edited by Horace Mann, vol. X., p. 320, gives the following statement, showing the educational condition of the people in France in 1844.

Unable to read or write,	16,855,000
Able to read, but not write,	7,007,000
Able to read and write imperfectly,	6,908,000
Able to read and write correctly,	2,430,000
Possessing the elements of a classical education,	755,000
Having a complete classical education,	315,000

Total, 34,000,000. According to the Census returns in Spain in 1803, the number of children receiving education in that Kingdom, exclusive of those brought up in convents and monasteries, was only one in every three hundred and forty-six of the population; and M. Jones as quoted by Mayhew, estimates that no more than one child in 35 in Spain ever goes to school.

Nothing invidious is intended by this comparison of our school statistics with those of other countries; much less is it introduced by way of boasting of our success. The undersigned is too painfully sensible of the wretched condition of many of our schools, kept as they too often are, in cheerless and unfurnished grass huts, without floors, and many of them without even a bench to sit upon; without a sufficient number of books and apparatus; with bad government, and but poorly qualified teachers;—to indulge such a thought for a moment. The object is simply to show what provision has been made by other governments, and some of the most enlightened and christian, for the instruction of the whole people; what it has cost; what degree of popular education has been attained; and what has been the result where the State has made little or no provision for the education of all the people; with a view to afford encouragement and hope, and to show that poor as our schools are, our success has been great, considering the time and the efforts made; to drive away despair, and to lead to greater and more vigorously directed efforts on the Islands. It is less than sixteen years since the King's Government, as such, made any attempt at supporting a system of free schools, and this Department has not been organized eight years; yet, the proportion of our islanders who can read their own language is already, as we have seen, greater than in some old and enlightened states. In the Sandwich Islands only about one adult in four cannot read; while in the United States, the constitution and laws under which they live, and the ballot he throws into the box, while in New Carolina, one out of every three is unable to do so. This result is more worthy of notice since here the State has done almost the entire work of educating the masses, while there the State has done little or nothing.

But you are told that the knowledge acquired in our native schools is of no practical value; that the pupils learn merely by rote, and do not comprehend what they are taught, or make any use of it. Such assertions are not founded in reason, or supported by facts. True, our islanders who read their own language, may exercise less the power of independent thought, and possess less practical knowledge and good judgment, than those people of North Carolina, who cannot read at all; and this is not strange. All knowledge is not to be derived from books. A people surrounded by intelligence and active enterprise, keeping all minds and all hands in motion, and, what is, perhaps, more than all, disciplined from infancy by the use of a language rich in the accurate and varied thought of ages, will necessarily acquire much mental strength, habits of industry, and perhaps elevation of general character, which a people situated as these islanders are cannot so readily obtain, even with a considerable knowledge of books. But this does not prove that such knowledge is valueless. It only shows the vastness and difficulty of the work it has to do. Knowledge is power here as well as elsewhere, and if combined with virtue, it is power for good and good only to its possessor and to the community. This is as well established as the laws of cause and effect, but time is required for general education to work out its legitimate results here or in any where else.

Several of the honorable members of the House of Representatives being School Inspectors, have had a practical knowledge of the working of our free school system for years, and need no argument to convince them that the common school has been one of the most potent instruments in preparing the

people for a constitutional government, for exercising the elective franchise, for introducing reform by jury, placing natives in office of high trust and power, securing public tranquility; in short, for sustaining the whole machinery of a regular government made to supersede a despotism of the worst form, without revolution or shedding one drop of blood. Without free schools diffusing intelligence among the entire people, it would be next to impossible for the King to govern his people by a constitution and laws. But being brought into the common school at four or five years of age, and kept there until they are fourteen or sixteen, they not only acquire valuable elementary knowledge, but are early trained to habits of subordination, learn subjection to law, and when arrived at years of maturity they are easily governed. Who ever heard of a native, whether of high rank or low, rising up against the law? Such a thing is unknown. Why? Because they have been accustomed from youth to the majesty of law.

In short, the tendency of a diffusion of knowledge among the entire people here is the same as in other countries, that is, to dissipate the evils of ignorance, increase industry and the productiveness of labor, diminish pauperism and crime, support good government and diffuse general happiness. In proportion to the value of these, then, let efforts be made constantly and increasingly to sustain and perfect our free schools.

Instead of \$50.25 expended on each school, the average of last year, there ought to be at least \$80 which would require a sum total of \$32,040 aside from what might be expended in books.

THE SCHOOL TAX. In former reports I have called the attention of the Legislature to the objectionable features of the \$2 school tax. Being a capitation tax, it throws the burden of the free schools alike on the rich and poor, the strong and the weak; instead of placing it, as is done in other States, upon property, where it properly belongs. Referring the Legislature to my remarks on this subject in my report of last year, I will only add, that the experience and reflection of another twelve months has not altered my opinion, and I respectfully call your attention once more to the subject.

THE SECTARIAN CHARACTER OF THE FREE SCHOOLS. Another matter affecting the public schools, and which exists in the support of the sectarian character. They have hitherto existed as separate institutions for the children of Protestants and Catholics.

How they came thus to exist, having originated with the missionaries of each creed, before the organization of the Department of Public Instruction, were simply taken up by the Government as it found them, has been fully explained in former reports, especially that of the year 1851. But serious disadvantage has arisen of late to the schools from this state of things. In some places, two schools are supported, where one would be sufficient; or three where two would answer, hence a waste of the funds. Owing to the decrease of the population, the evil from this source is increasing; and in my opinion, it will be advisable to carry out the theory of our laws and abolish entirely this sectarian feature in the schools. Until recently there were but two sects on the Islands, now another has arisen, demanding separate instruction for their children, to be supported by government. In the month of February last, thirty-nine Mormons in Waimea, Kauai, petitioned the undersigned for the removal of the School Inspectors of the district, on the ground that he would not grant them a separate school for their children. The petition was submitted to the Cabinet and Privy Council on the 20th of February, with my report on the same, a copy of which, together with the resolution of the Council on the case, marked K O is appended for your information. Other, perhaps numerous sects, may spring up on the Islands, as in other christian countries, demanding the same thing; and to support a distinct and separate class of free schools at government expense, for every sect that may appear, is entirely out of the question. With a view, therefore, to remedy this evil, I think it will be advisable to organize the free schools according to "territorial limits," as the statute provides; so many as will afford the means of elementary instruction to all the children, without any regard to any religious sect whatever. This is the course pursued by other governments, and it is found to work well. But it will be necessary in that case, to exclude from the government all religious exercises and instruction that may offend the consciences of parents interested. Those who pay the school tax, have a right to expect that it will be; for the King's Government intends that the principle of religious liberty shall be fully carried out. I am not sure that any legislative action is required in the case, but the subject is respectfully committed to your consideration.

II. SELECT SCHOOLS. These are of two classes on the Islands, such as are endowed or aided by Government, and such as are supported on a voluntary principle. Of the former class there are three, the Seminary at Lahaina, the Royal School and the "Town School" of Honolulu; and these being under the control of the Government, the Legislature is entitled to full information concerning them. The Seminary at Lahaina is still under the care and instruction of the Rev. W. P. Alexander and Rev. J. P. Pogue. The late tutor, L. S. Ua, has been removed by death. He was long connected with the school, having entered it as a pupil in the year 1838. He pursued his studies for eight years, and was then appointed tutor, which post he filled with much ability for the last eight years of his life. He was a man of a strong and clear mind, tolerably well cultivated and stored with knowledge. His deportment was that of a christian, dignified and circumspect, and he was held in high estimation among his own people, having been chosen for two years as one of their Representatives in the Legislature, in which body he took a very active part, and was much respected. A full and detailed report of this institution for the year 1853, by the Board of Trustees, together with the account current, made to Dec. 31st, marked L and N are appended. From these the following facts are derived. The whole number of scholars in the school during the year was 74. A class of 17 was graduated in April; and a new class of 19 was admitted in July. Four were dismissed for bad conduct; but the general deportment of the scholars has been very good. Three who went to join the new class died of small pox, and the health of the school has been interrupted. The expenses of the school have been quite successful, and saves to the institution not less than \$1500 a year. The Trustees say, "No pupil has been compelled to leave the school on account of the failure of his resources; and it is believed there will be no difficulty hereafter in selecting pupils who can support themselves." This is a very gratifying result. The pupils will doubtless make better men, from the efforts they are obliged to put forth, to support themselves while pursuing their studies.

Another encouraging circumstance in relation to this school is the progress the pupils are making in the English language. The Trustees say in their report, "in addition to the branches taught heretofore in the school, all the pupils have been prosecuting the study of English this year, in which study their desire, though ardent at first, increases with their progress. We feel an increased conviction of the importance of urging forward this Department of instruction. The learning of the English language is the only practical means of unlocking to the Hawaiian the vast stores of knowledge treasured up in English books; and besides this, the constant influx of foreigners is constantly augmenting the business which must be transacted in the English language. The Hawaiian, therefore, who would keep pace with the age in which he lives, must learn the English language." To this I most cordially subscribe, and shall return to the subject again.

The repairs on the buildings for which a grant of \$3,500 was made by the legislature of last year, are in a state of advanced progress, and can be completed with the sum granted. Schedule marked N will show how the money has been expended, and the balance on hand, Dec. 31. The Trustees ask for only \$4,000 to meet the current expenses of the school the coming year, instead of \$6,000 as heretofore. The reduction is owing to the fact that the pupils now provide for their own support.

THE ENGLISH LANGUAGE. One fact in regard to all these select schools, excepting those in Kohala, Hawaii, and Koolau, Oahu, is, that whether composed of white children, half-whites or pure natives, the English language is taught in them all as a daily exercise; and the progress of the natives in acquiring this, to them most difficult language, gives more and more encouragement to teachers from year to year. There are now estimated to be about 300 pure natives, who are pursuing the study of this language with zeal, and a determination to accomplish the task, who ever difficult.

I feel a disposition to say much in this place on the importance of imparting a knowledge of the

THE ROYAL SCHOOL.

E. G. Beckwith, Principal; G. E. Beckwith, Assistant.

This institution has continued to flourish, and has received a large share of public patronage. It is conducted on the plan of an Academy, in which the ordinary English language and the classics are taught.

The whole number of scholars admitted during the year was 121, the average per term, 82; of these 69 were males and 62 females; 95 were whites; 18 half whites and 8 pure Hawaiians.

The school terms and rates of tuition were the same as stated in my last report. An account of the revenue and expenditure of the school is herewith submitted, marked U by which it will appear that the receipts from tuition have still been sufficient to pay the teachers' salaries, and meet incidental expenses. The account stood thus, Dec. 31:

Balance on hand, Jan. 1st,	\$ 367 02
Rec'd from tuition during the year,	2,952 35
Disbursement to teachers' salaries,	\$3,319 37
" " incidental expenses,	469 04
Balance on hand, Dec. 31, 1853,	207 46

The balance of the old appropriation of \$2,000, on hand Jan. 1st, 1853, being \$1,461 12, has been nearly expended in completing the wall and fence around the school grounds, and procuring a set of new seats. The enclosed account, marked O will show the manner of the expenditure in detail.

A set of globes and a few scientific works have been procured for the school, and partially paid for out of the avails of tuition. A small debt is still due for the same.

THE TOWN SCHOOL OF HONOLULU.

The appended very full and satisfactory report of the Secretary of the School Committee, marked L, will exhibit the condition of the school during the year under review.

From that document, it appears that during the first quarter of the year, the Committee was unable to procure a suitable teacher for the school; but the case was relieved by the appointment of Mr. G. B. C. Ingraham, on the 23d of March, on a salary of \$75 per month, or \$900 per annum. Mr. Ingraham taught 34 weeks during the year, and gave very good satisfaction. The school has revived and flourished under his care. The whole number of pupils on the school-roll was 67; 48 males and 19 females.

The attendance was,

1st Term,	49 Scholars.
2d "	41 "
3d "	50 "

The small attendance during the second term was owing to the prevalence of the small pox, which, in Honolulu, proved fatal to only one of the scholars. The studies have been the ordinary English elementary branches, in which the progress of the school has been encouraging. The want of punctuality so much complained of formerly, has been remedied almost entirely by the diligent efforts of the teacher, with the countenance of the Trustees. The discipline of the school has also improved; but the teacher complains of the effects of the theatre on his pupils.

The financial condition of the school will appear from the enclosed accounts marked A and B. The total receipts from the local school tax during the year, including the old balance of \$762, were \$1,469 00.

Paid for Teacher's salary, \$680 60

Withdrawn by app'n bill, 607 00

Balance on hand, Dec. 31st, 181 40—1,469 00

The withdrawal of the above \$607 from the funds of the school was evidently owing to an oversight in making out the appropriation bill of last year, the error being that the Minister of Education did not feel himself authorized to collect \$3 per quarter of those pupils whose parents were able and willing to pay the amount. \$52.75 were collected, of which \$35.25 were expended for books and the balance was credited to the funds of the school. One of the parents, a laboring man, has generously paid over to the Treasurer the sum of \$20, as a good-will offering to the institution.

Although due notice was given for the election of Trustees for this school on the 26th Dec. last, none was held, and as respectfully suggest that the Legislature, at its early session of the session possible, order one to be held; otherwise the school must be seriously embarrassed. As regular reports have not been received from the select schools on the Islands, not supported by Government, I will only mention those that were in operation during the year 1853. They are said to have been generally in a flourishing condition. "The Mission Boarding and Day School at Punaohu, Rev. D. Dole, Principal.

"The Mission Boarding and Day School for native children, in Honolulu, Mr. Joseph Watt's English School for native children, in Honolulu.

Mr. Simond's Private School.

Mr. Bingham's English School.

Rev. E. Bond's Select Boarding School for native boys, in Kohala, Hawaii.

Mr. Wilcox's Select School for native boys, at Waioli, Kauai.

Mr. Dwight's School for natives, at Kaluaha, Molokai.

Mr. Lyman's Manual Labor and Boarding School for native boys, at Hilo, Hawaii.

Catholic High School at Ahumahu, Oahu.

The character of these voluntary institutions has been described in former reports; and as I am not aware that they have changed materially, it is unnecessary to report on them more fully. They are doing a great work for the good of the nation, in their respective spheres, and well deserve the countenance of the government. The whole number of pupils in the three select schools under the control of the government may be stated at 252.

To one of the above select schools, that of Rev. D. B. Lyman, at Hilo, I am commanded by His Majesty in Council, to call the special attention of the Legislature. In the month of Nov. last, the school buildings were consumed by fire; and the institution has suffered greatly in consequence. By a liberal subscription on the part of the foreign residents and natives of Hilo, a temporary building was erected, and the school continued. Two very respectful petitions, one in native the other in English, signed by Benj. Pittman, Esq., Thomas Miller, Esq., Kapaia and others, and setting forth in a forcible light, the loss of the institution, and its great value to the school on Hawaii, were presented to the King, soliciting the aid of the government in rebuilding the house. The report of a committee of the Privy Council on the petitions, and a resolution on the same, I append for the information of your honorable body. His Majesty's Government highly appreciated the views of the petitioners in regard to that school, as one of the most valuable on the Islands, but not having sufficient funds available for such an object, I was directed to make this appeal to the Legislature, and I have no doubt it will be met with all the liberality that the cause of education on that Island demands. About \$3,000 are needed to repair the loss and furnish the school with suitable accommodations.

THE ENGLISH LANGUAGE.

One fact in regard to all these select schools, excepting those in Kohala, Hawaii, and Koolau, Oahu, is, that whether composed of white children, half-whites or pure natives, the English language is taught in them all as a daily exercise; and the progress of the natives in acquiring this, to them most difficult language, gives more and more encouragement to teachers from year to year. There are now estimated to be about 300 pure natives, who are pursuing the study of this language with zeal, and a determination to accomplish the task, who ever difficult.

I feel a disposition to say much in this place on the importance of imparting a knowledge of the

English language to Hawaiians; but it would swell this necessary after having been so much dwelt upon in my previous reports. It may be well, however, to state here, briefly, the reasons for urging forward this work.

1st. It is practicable. Our experience from year to year affords proof that it is so, if the natives commence when young. Let those who doubt this, visit the Royal School, or the school of Mr. Watt, and judge for themselves.

2nd. The desire for it among the natives is very strong, almost universal. In January, I addressed circulars to all the school inspectors of the 25 Districts, requesting them to report to me the number of parents who wished their children to be taught English, and what they were willing and able to pay towards it for a term of years. Imperfect returns have been received from 6 districts, showing in all 71 persons who are willing to pledge \$25 per year per scholar, for from three to fourteen years, in case they can have a good school for their children. There has not been time for a proper effort to ascertain how many natives would come into such a arrangement.

3rd. The English language is already, to a very great extent, the business language of the Islands, and a knowledge of it is becoming more and more indispensable to the native, to enable him to cope with the white man. Without it, he is lame in every joint, and a gentleman of much observation has remarked, will be and by be a "stranger and an alien on his own soil."

4th. The language is a very difficult one for the natives, and to acquire it well they must begin young and persevere long; but the mental vigor, discipline, confidence and self-respect to be acquired in the long and arduous struggle, coupled with the advantages arising from the boundless fields of knowledge thus opened to the native mind in English literature, will insure a rich return to all who persevere until success is attained, as well as to the State. It is an undertaking attended with too much difficulty, and too much expense, and clothed with too much importance to the native race to be left to mere individual effort, and hence, becomes a concern of the government, one of whose first duties is to provide for the educational wants of the people. To the late Legislature viewed in this subject, and made a small grant of \$1,500, to aid English schools for natives, which has been partially expended already for the object, in securing the services of S. L. Austin, Esq., to teach English in the Boarding School of Mr. Lyman at Hilo, in aiding the English department in M. Dwight's school on Molokai, and more especially in paying part of the tuition of poor native children, who attend the English schools in Honolulu. A copy of the account current of this appropriation, marked W, will show in detail how the money has been expended.

What is wanted, as it seems to the undersigned, is some ten or more good English schools for natives, properly located on the different islands, under well qualified and devoted teachers, and should the present Legislature be able to raise the sum of \$10,000 to aid the parents in their work, and to provide the same amount for a few successive years, it will only be acting wisely in view of the significant signs of the times, and the wants of this interesting people. The subject is especially commended to your most careful consideration.

III. GENERAL ITEMS.

THE CENSUS.

The Census was taken on the 20th of Dec. last, under the general supervision of the American Missionaries, E. P. Bond, Esq., of Lihue, Kauai, and Wm. Ap-Jones of Lahaina, to all of whom the government is under obligations for the great pains and labor they bestowed on this tedious and difficult work, without any adequate compensation. The native school teachers were employed as the subordinate agents in the work, under the superintendence of the gentlemen above named. The School Districts were subdivided into small ones, one of which was assigned to each teacher, who, having been previously furnished with stationery and blanks on the day appointed, proceeded to write down the names of all the people in their respective districts and fill the corresponding spaces for sex, age, &c. The advantage in writing all the names is, that in case errors are discovered, the papers can be revised and corrected more easily than if no names were written. For the entire accuracy of the work I cannot vouch, but in my opinion, it is as correctly done as is possible, with native agents. The sum total is probably not far from the truth. The gross amount and the numbers of the sexes are the most reliable part of the returns. Not much dependence can be placed in those for ages, as few natives know what their ages are.

The cost of taking the census has been kept within the appropriation of \$1,200, which would not have been the case had the gentlemen who superintended the work, received an adequate compensation for their labor.

The tables marked P. 1 and 2, gives the result of this census in detail, from which the following general summary is taken.

SUMMARY OF CENSUS RETURNS, TAKEN, DEC. 1853

NATIVES.

Island of Hawaii, 12,443

" " Maui, 8,905

" " Molokai, 1,799

" " Lanai, 317

" " Oahu, 9,551

" " Kauai, 3,672

" " Niihau, 392

Total, 37,079

FOREIGNERS.

Island of Hawaii, - - - - - 259

" " Maui, - - - - - 244

" " Molokai, - - - - - 42

" " Oahu, - - - - - 1,841

" " Kauai, - - - - - 264

Total, - - - - - 2,118

Natives and Foreigners, grand total, 73,187

MARRIAGES, BIRTHS AND DEATHS.

The number of marriages licensed during the year 1853, was 24,443

The number of births was 1513

" " deaths " 8026

It is estimated that from five to six thousand of the last were occasioned by the small pox.

SCHOOL LANDS.

A list of all the lands appropriated for educational purposes, excepting school-house lots together with those which have been sold, and the amount received for them, is enclosed herewith marked E. The whole number of acres sold from the beginning is about 16,891, including some 13,000 for which the papers are not yet made out. The gross amount thus far received on these lands is, in cash or bills, \$10,839 25. The enclosed land account, marked E O, and also the index account L M, show in detail the amount received, and the manner in which the interest has been expended.

PUBLIC MORALS.

I am much indebted to the several District Attorneys, F. Baker Esq., of Hawaii, J. W. Austin Esq., of Maui, E. B. Bates Esq., of Oahu, and G. Rhodes Esq., of Kauai, for their valuable statistics of criminal convictions in the courts of their several districts, and for the valuable letters of two of the above named gentlemen accompanying the same. Such statistics do not form a perfect record, it is true, of the state of public morals on the Islands, as many offences against the law, especially those of a domestic character, they enable us to form a tolerable correct judgment on the subject. By these returns, it appears that the whole number of convictions for crime in 1853, in all the Courts, was 3173; or one to about every 23 of the whole population; and 130 more were reported for the year 1852.

Of the above convictions, 1039 were for drunkenness—55 less than were reported for the previous year. 860 were for fornication and adultery; that is 40 more than were reported during the previous year. 109 were for disturbing the peace; 199 for thefts and larceny, and the remainder for gambling, violating the Sabbath and minor offences.

Let it be observed that, of the 3173 convictions for crime on the whole Islands, 1369, or nearly one-half were in the Police Courts of Honolulu; and as near as I can ascertain, about 692 occurred in the Police Courts of Lahaina; making in all 2061, or nearly two-thirds of the criminal convictions on the Islands in these two courts, confirming what has been often stated, that these are the great hot-beds of crime on these Islands. Surely these populous towns, and you fairly ask, how can it be done? Where is the wise man who will direct the proper means?

One of my respected colleagues has introduced a bill during several successive meetings of the Legislature, for discouraging prostitution, by preventing young

females of the more remote districts from visiting the sea-ports without a pass. The bill has been rejected as effecting no good, on the ground of its impracticability; but the subject was referred by the House of Nobles to the undersigned for further consideration. It is a subject on which I have bestowed much reflection for years, and I confess myself very much of the opinion of Chief Justice Lee, as expressed in his Report of last year, that no law can be framed on this subject that will be effective, efficient, and not interfere too much with the liberty of the subject. If any remedy is ever found for this tremendous evil, that is fast consuming the native race, it will be in the general moral health of the body politic, resulting from the progress of Christian education and civilization, rather than in legislation, which at best can only lop off the branches, while the root remains.

I have endeavored to ascertain by circulars addressed to all the School Inspectors, throughout the Islands, what proportion of the natives use intoxicating drinks and tobacco. The returns are by no means satisfactory, and therefore, I will not attempt to give the results in full. The following will be read with interest:

On the Island of Molokai, with a native population of 3565, only two persons, one native and one foreigner are reported as having been intoxicated during the year 1853; and no habitual drinkers of spirits. 663 only are reported as using tobacco on that island. In the fourth and fifth School Districts, with a total population of 2013 not a case of drunkenness is reported in 1853, and no habitual drinkers. There are 72 foreigners in the district. In the second or Koloa district on Kauai, with a population of about 1200 natives, only four are reported as given to strong drink, and five foreigners. On the Island of Niihau, population 790, all natives, not one person is reported as using intoxicating drinks; 377 use tobacco. In the first district of Maui, the Lahaina district, with a population of 4684 natives, 181 natives are reported as habitual beer drinkers to excess, and 1500 who use tobacco. In a part of the second district on Maui, that is, from Waialae to Waikapu, 303 natives and foreigners are reported as using intoxicating drinks, and 1011 use tobacco.

The above statistics are not wholly reliable, and can only be regarded as an approximation to the truth. Of the other districts I have not received reports on these subjects.

The total amount of intoxicating drinks consumed on the Islands in 1853 was 14,969 gallons, or 4,069 gallons more than were consumed during the year 1852.

By those most acquainted with the natives, their inveterate habits of intemperance are still regarded as the source of a vast deal of their immorality. Being unwilling to work, they are apt to resort to any means however reprehensible for obtaining a livelihood.

I have heard, also, Judges of Courts complain much of the practice of false swearing among